New York Mills Union Free School District

Response to Intervention Plan

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New York Mills Union Free City School District
Response to Intervention Plan

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7. **RtI Teacher Expectations and Progress Monitoring:** Every intervention teacher providing RtI service needs to maintain an individual file/portfolio/running record of student progress which identifies specific trajectory of content, skills, behaviors that are targeted and maintains a record of student progress. Additional communication must occur at least every other week with general education classroom teachers for consistency of instruction and progress monitoring.
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1. History of Regulation:

There are two New York State Education regulations and definitions for supplemental instruction to assist students who are not performing well academically because of lack of content or skill knowledge or social-emotional developmental health (sometimes behavioral) issues that are impairing success in academic courses. For the purpose of this plan, we will be replacing the former Academic Intervention Services (AIS) terminology to Response to Intervention (RtI).

Transition from Academic Intervention Services (AIS) to a Response to Intervention (RtI) Program commenced for the 2011-2012 school year based on the following requirements of sections 100.2(ee)(7) and 100.2(ii) of the Commissioner's Regulations, as follows: AMENDMENT OF THE REGULATIONS OF THE COMMISSIONER OF EDUCATION Pursuant to Education Law sections 101, 207, 305, 308, 309 and 3204 Paragraph (7) of subdivision (ee) of section 100.2 of the Regulations of the Commissioner of Education is added, effective November 10, 2010, as follows: (7) Notwithstanding the provisions of this subdivision, a school district may provide a Response to Intervention (RTI) program in lieu of providing academic intervention services (AIS) to eligible students, provided that: (i) the RTI program is provided in a manner consistent with subdivision (ii) of section 100.2 of this Part; (ii) the RTI program is made available at the grade levels and subject areas (reading/math) for which students are identified as eligible for AIS; (iii) all students who are otherwise eligible for AIS shall be provided such AIS services if they are not enrolled in the RTI program; and (iv) the school district shall submit to the Department no later than September 1st of each school year, a signed statement of assurance that the services provided under the district's RTI program meet the requirements of this paragraph.

a. **Academic intervention services/(RtI)** means additional instruction which supplements the instruction provided in the general curriculum and assists students in meeting the State learning standards as defined in subdivision (t) of this section and/or student support services which may include guidance, counseling, attendance, and study skills which are needed to support improved academic performance; provided that such services shall not include services provided to students with limited English proficiency pursuant to Part 154 of this Title or special education services and programs as defined in Education Law, section 4401(1) and (2). Academic intervention services are intended to assist students who are at risk of not achieving the State learning standards in English language arts, mathematics, social studies and/or science, or who are at risk of not gaining the knowledge and skills needed to meet or exceed designated performance levels on State assessments. Academic intervention services shall be made available to students with disabilities on the same basis as nondisabled students, provided, however, that such services shall be provided to the extent consistent with the individualized education program developed for such student pursuant to section 4402 of the Education Law.

2. Overview

Response to Intervention (RtI) is the multi-tiered problem-solving process for providing targeted and differentiated instruction/intervention matched to student needs, and monitoring learning over time to make educational decisions for increased student performance and academic success. These services are intended for all students at risk for academic or social-emotional school success, including the designated subgroups of students such as students with disabilities and English language learners. For the latter groups, this instruction is in addition to the existing supports they receive under their programs, and for many students, the RtI services will be sufficient intervention without the need to seek additional program support. For example, the decision as to whether a student has a learning disability must be based on extensive and accurate information that leads to the determination that the student's learning difficulties are not the result of the instructional program or approach. RtI is an effective and instructionally relevant process to inform these decisions.

RtI begins with:

Tier 1, high quality research-based universal instruction in the general education setting provided by the general education teacher. Instruction is matched to student need through differentiated instruction in the core curriculum which includes re-teaching of content and skills in small groups, and/or providing additional targeted practice within the general education classroom.

Tier 2 supports are delivered in small groups of students with common instructional needs. In grades 2-6: 3-5 students; grades 7-12: 6-8 students with supplemental intervention (more students in a class would require principal approval) delivered by classroom intervention specialists using a diagnostic trajectory of student skill needs and then providing programmatic interventions with increased intensity and frequency, and monitoring effectiveness of program and student growth over time. This tier should be delivered at least 5/10 days over a two-week period for a minimum of 30 minutes.

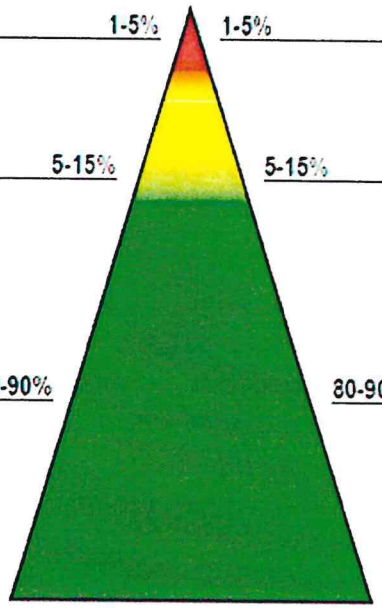
Tier 3 supports for grades K-3 are those provided by a reading/math teacher or student support specialist in a small group 3-5 students in a setting for academics or social-emotional developmental health with focused instruction and daily 30-minute intervention delivery (for social-emotional- behavioral support may be daily check in, but also 2-3 times per week of focused counseling sessions). In grades 7-12 support is a scheduled reading class (10-12 students- increased size is with permission of principal) with a reading, ELA or mathematics teacher for a minimum of 30 minutes/daily. If the student continues to make insufficient progress after receiving Tier 3 intervention, it may be determined that a referral for a comprehensive evaluation to determine eligibility for special education is needed

Academic Systems

Tier 3/Tertiary Interventions 1-5%
- Individual students
- Assessment-based
- High intensity

Tier 2/Secondary Interventions 5-15%
- Some students (at-risk)
- High efficiency
- Rapid response
- Small group interventions
- Some individualizing

Tier 1/Universal Interventions 80-90%
- All students
- Preventive, proactive



Behavioral Systems

1-5%

Tier 3/Tertiary Interventions
- Individual students
- Assessment-based
- Intense, durable procedures

5-15%

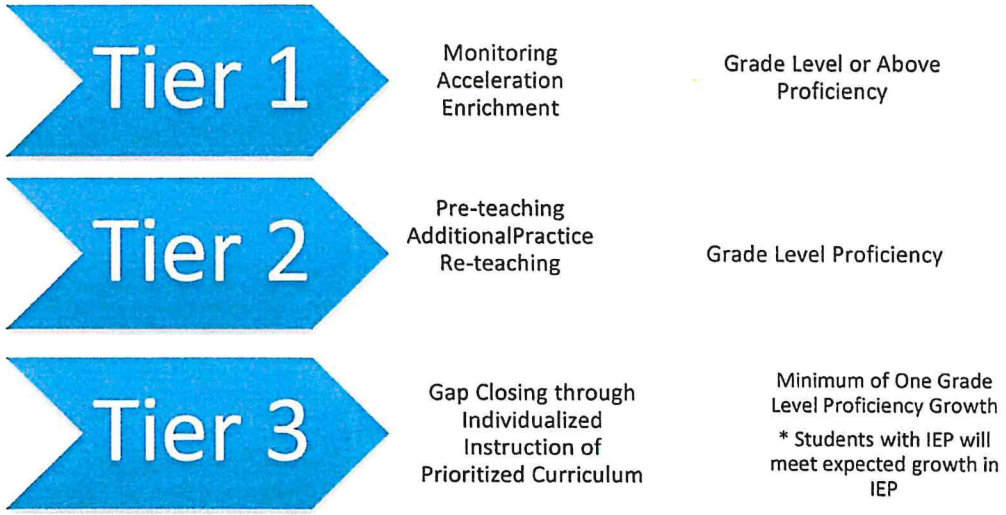
Tier 2/Secondary Interventions
- Some students (at-risk)
- High efficiency
- Rapid response
- Small group interventions
- Some individualizing

80-90%

Tier 1/Universal Interventions
- All settings, all students
- Preventive, proactive

Illinois PBIS Network, Revised May 15, 2008.
Adapted from "What is school-wide PBS?" OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports. Accessed at http://pbis.org/schoolwide.htm

Tiered Supports



3. Response to Intervention Teams/Membership

Teams are called Student Support Teams:

Membership: School RtI Facilitator will be the principal, making sure appropriate attendees are at the meeting, and maintaining meeting minutes and RtI performance records.

- Principal
- Reading and/or Math Specialists
- CSE Chairperson

- Social Worker
- Student Counselor
- School Psychologist
- Referring Classroom Teacher
- School Nurse

Additional attendees as determined by the facilitator.

Meetings: 1x/6 days in grades K-6; 2x/month in grades 7-12

Meeting Procedures:

1. Identify: Note-taker and Time-Keeper Role Assignments
2. The principal or his/her designee will assume Student Support Team Case Manager responsibilities to monitor communication and student progress to the referring teacher, other student teachers, and be sure there is consistent flow of communication/feedback between the classroom teachers and the RtI providers as well as parents at least every five weeks.

4. Referral Process

Referral Procedure Narrative:

1. The general classroom teacher has a student who is struggling academically or behaviorally in class, tries and documents at least three strategies as a Tier 1 intervention. (Appendix # 3) Referral should specify intervention strategies tried, copies of student work/observational data, assessment data. Roughly two weeks should be provided for each intervention strategy in order to have ample time to affect student performance. The whole Tier 1 targeted strategy and documentation process takes six weeks for concentrated and targeted effort to improve student performance.

2. The general classroom teacher submits this referral for the respective RtI school designated team for review. The team adds the student to the next meeting agenda and notifies the referring teacher for his/her attendance and sends out the letter of invitation for parents or guardians to attend. (Appendix # 6) At the same time, other teachers who have the student in class are also asked to provide information about the student to be sure we know whether the struggle is in one or all classrooms. (Appendix # 4)
3. The RtI Team reviews the referring teacher's Referral, information from other teachers, screening assessment data to identify student strengths and areas of concern in order to make a data-based decision about intervention strategies and tier placement.
4. The RtI Team sets academic or behavioral goals, the intervention program, method for progress monitoring, and sets the next progress checkpoint/date for the team to review student progress which will be documented in OneNote.
5. The RtI Team identifies who and how information will be communicated with parents.
6. Parents will be invited to be part of the planning process whenever possible.

5. & 6. Multiple Measures for Screening and Tiered Delivery and Monitoring

Multiple Measures for Academic ELA Screening

Grades K-1	Grades 3-6	Grades 7-8	Grades 9-12
✓ STAR EL ELA and mathematics administered 3x/year in September, January and May ✓ DIIBELS administered 3x/year in September, January and May ✓ Fountas & Pinnell Instructional Reading Assessment in K in January and June ✓ Fountas & Pinnell Instructional Reading Assessment in 1 in September, January and June ✓ Report Cards- end of year & current	✓ STAR ELA and mathematics administered 3x/year in September, January and May ✓ DIBELS administered 3x/year in September, January and May in grades 2 & 3 ✓ Fountas & Pinnell Instruction Reading Assessment in September & June ✓ Journeys Comprehensive Screening Assessment in September ✓ NYS Assessments for ELA and mathematics for grades 4-6 ✓ Grade Level Curricular	✓ STAR ELA and mathematics administered in September, January and May in grades 7-8 ✓ NYS Assessments in ELA and mathematics for grades 7-8 ✓ End of year final assessments and beginning of year pre-tests of content and skill knowledge in all core disciplines ✓ Report Cards-end of year & current ✓ NYS Assessments	✓ NYS Regents Exams and NYS 7-8 NYS ELA and mathematics assessments ✓ End of year final assessments and beginning of year pre-tests of content and skill knowledge in all core disciplines ✓ Report Cards- last year and current

	Fluency Sprints for mathematics ✓ Report Cards- end of year & current ✓ NYS Assessments		

Tiered Academic ELA Curricular Delivery and Monitoring

Tier	K-1	2-6	7-8	9-12
Tier 1: Delivery by Classroom General Education Teacher *Teaching Assistants can be used to deliver differentiated small group	✓ Small Guided Intervention Grouping ✓ Student Differentiated Center Instruction ✓ Small Group Re-teaching ✓ Resources: Leveled Texts, CKLA Curriculum, District Writing Curriculum ✓ Monitoring- running records and 5-week	✓ Small Guided Intervention Grouping ✓ Student Differentiated Center Instruction ✓ Small Group Re-teaching ✓ Resources: Journeys text and materials, Fountas & Pinnell Leveled Readers, District Writing Curriculum ✓ Monitoring- running records	✓ Small Guided Intervention Grouping ✓ Student Differentiated Center Instruction ✓ Small Group Re-teaching ✓ Scheduled time for differentiating instruction for re-teaching major content concepts or procedures, providing additional and	✓ Scheduled time for differentiating instruction for re-teaching major content concepts or procedures, providing additional and differentiated practice, enrichment for students who have demonstrated content and skill proficiency within a given unit of instruction. ✓ Monitoring- 5-week

instruction	progress reporting	and 5-week progress reporting	differentiated practice, enrichment for students who have demonstrated content and skill proficiency within a given unit of instruction. ✓ Resources: District Curriculum for ELA/Writing ✓ Monitoring- 5-week progress reports and report cards	progress reports and report cards
Tier 2: It is critical that the instructional goals for Tier 2 instruction remain aligned both with the grade/subject-level ELA standards as well as the Tier 1 scope and sequence of general instruction.	✓ Small guided groups (3-5) within the classroom (ELA 90 or 120-minute block) ✓ Intensive re-teaching of foundations of reading skills and practice- duration is 30 minutes every other day ✓ Instruction	✓ Small guided groups (3-5) within the 90 or 120 minute ELA blocks ✓ Intensive re-teaching of foundations of reading skills and practice- duration is 30 minutes every other day ✓ Instruction provided by the classroom, reading	✓ Small guided groups (6-8) assigned outside of ELA classroom period for at least 30 minutes every other ✓ Intensive teaching and practice in foundations of reading and writing ✓ Instruction provided by ELA,	✓ Small guided groups (6-8) outside of the ELA classroom period for at least 30 minutes every other day. ✓ Intensive teaching and practice in ELA reading and writing i ✓ Instruction provided by ELA, reading or special education teacher ✓ Resources:

	provided by the classroom, reading or special education teacher (push-in) ✓ Resources: Fountas & Pinnell leveled texts, Site /High Frequency Words and Academic/ Content Vocabulary Lists, phonics and phonemic awareness curricular materials ✓ Monitoring-every two-week- written entry and student work evidence of progress in meeting specific content standards identified in the individual student analysis and trajectory toward	or special education teacher ✓ Resources: <u>Journeys</u> Differentiated Intervention ✓ Monitoring-every two-week- written entry and student work evidence of progress in meeting specific content standards identified in the individual student analysis and trajectory toward grade level proficiency	reading or special education teacher. ✓ Resources: Prioritized Curriculum which re-teaches all grade level CCLS ✓ Monitoring-every two-week- written entry and student work evidence of progress in meeting specific content standards identified in the individual student analysis and trajectory toward grade level proficiency	Prioritized Curriculum which re-teaches all grade level CCLS ✓ Monitoring-every two-week- written entry and student work evidence of progress in meeting specific content standards identified in the individual student analysis and trajectory toward grade level proficiency

	grade level proficiency			
Tier 3: Proactive reading strategy instruction by the reading teacher to increase vocabulary, fluency, comprehension in order to close reading gaps and reach grade level standards.	✓ 1-3 students with instruction delivered daily for at least 30 minutes ✓ Instruction by reading teacher in push-in or pull-out model ✓ Monitoring- weekly individualized notation and evidence of skill work and level of growth toward targeted standard work on student trajectory to reach grade level proficiency	✓ 1-3 students with daily instruction for at least 30 minutes ✓ Instruction by reading teacher in push-in or pull-out model ✓ Monitoring- weekly individualized notation and evidence of skill work and level of growth toward targeted standard work on student trajectory to reach grade level proficiency	✓ 10-12 students with daily instruction for at least 30 minutes ✓ Instruction by reading teacher in push-in or pull-out model or combination of services	✓ Reading Teacher for Grade 9 students with decoding or early foundations of reading deficiencies; grades 10-12 provided by the classroom teacher, 6-8 students with focused instruction in preparation for the NYS English Regents ✓ Monitoring- weekly individualized notation and evidence of skill work and level of growth toward targeted standard work on student trajectory to reach grade level proficiency

Multiple Measures for Academic Mathematics Screening

Grades K-1	Grades 2-6	Grades 7-8	Grades 9-12
✓ STAR mathematics administered 3x/year in September, January and May	✓ STAR mathematics administered 3x/year in September, January and May ✓ NYS 3-8 Assessments	✓ STAR mathematics administered 3x/year in September, January and May ✓ NYS 3-8 Assessments ✓ Previous year's report card	✓ NYS Regents Exams and NYS 7-8 NYS ELA and mathematics assessments ✓ Previous year's report card and beginning of year pre-tests of content and skill knowledge in all core disciplines

Tier [illegible] Mathematics Delivery and [illegible]

Tier	K-1	2-6	7-8	9-12
Tier 1: Delivery is provided by the general education classroom teacher.	✓ Students receive 30 minutes of math instruction daily with 30 minutes of differentiated math practice (small guided groups, individual or center) ✓ Small guided group	✓ Students receive a minimum of 60 minutes of instruction in Eureka Math with 30 minutes of differentiated math practice (small groups,	✓ Students receive one class period of instruction in Eureka Math ✓ Small Guided Intervention Grouping ✓ Student Differentiated	✓ Student receive one class period of mathematics eMath (Algebra I and II) instruction ✓ Scheduled time for differentiating instruction for re-teaching major

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	instruction and differentiated centers ✓ Monitoring- running records and 5-week progress reporting	individual or center) ✓ Monitoring- running records and 5-week progress reporting	Center Instruction ✓ Small Group Re-teaching ✓ Scheduled time for differentiating instruction for re-teaching major content concepts or procedures, providing additional and differentiated practice, enrichment for students who have demonstrated content and skill proficiency within a given unit of instruction. ✓ Monitoring- running records and 5-week progress reporting	content concepts or procedures, providing additional and differentiated practice, enrichment for students who have demonstrated content and skill proficiency within a given unit of instruction. ✓ Monitoring- running records and 5-week progress reporting

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Tier 2: It is critical that the instructional goals for Tier 2 instruction remain aligned both with the grade/subject-level mathematics standards as well as the Tier 1 scope and sequence of general instruction.	✓ Small guided groups (3-5) within the classroom (minimum of 15 minutes in-class instruction for re-teaching and extra practice in foundational math skills) ✓ Instruction provided by the classroom, mathematics or special education teacher (push-in) ✓ Resources: Eureka mathematics modules and material/modification for practice and use of manipulatives	✓ Small guided groups (3-5) for re-teaching and extra practice in engageNY content and process standards as well as enrichment for students at grade proficiency ✓ Instruction provided by the classroom, mathematics or special education teacher ✓ Monitoring-every two-week- written entry and student work evidence of progress in meeting specific content standards identified in the individual student analysis and trajectory toward grade level proficiency	✓ Small guided groups of 6-8 students for at least 30 minutes every other day for intensive re-teaching and practice of engageNY content and process standards for growth toward proficiency ✓ Monitoring-every two-week- written entry and student work evidence of progress in meeting specific content standards identified in the individual student analysis and trajectory toward grade level proficiency	✓ Small guide groups of 6-8 students for at least one class period every other day for intensive re-teaching and practice of eMath instruction ✓ Instruction provided by mathematics teacher, specialist or special education teacher ✓ Monitoring-every two-week- written entry and student work evidence of progress in meeting specific content standards identified in the individual student analysis and trajectory toward grade level proficiency

Tier 3: Proactive math instruction by the math specialist in all domains with content and process standard trajectory work toward closing the gaps of proficiency in order to meet grade level standards.		✓ 1-3 students with daily instruction for at least 30 minutes ✓ Instruction by reading teacher in push-in or pull-out model ✓ Monitoring- weekly individualized notation and evidence of skill work and level of growth toward targeted standard work on student trajectory to reach grade level proficiency	✓ 10-12 students with daily instruction for at least 30 minutes ✓ Instruction by a mathematics teacher in a separate and additional period of instruction every other day ✓ Monitoring- weekly individualized notation and evidence of skill work and level of growth toward targeted standard work on student trajectory to reach grade level proficiency	✓ 10-12 students with daily instruction for at least 30 minutes every other day for the year of every day for a semester with anticipation of taking and passing the Regents at the close of the semester ✓ Instruction by an algebra or geometry teacher in a separate and additional period of instruction ✓ Monitoring- weekly individualized notation and evidence of skill work and level of growth toward targeted standard work on student trajectory to reach grade level proficiency

Multiple Measures for Social-Emotional Developmental Health Screening

Grades K-1	Grades 2-6	Grades 7-8	Grades 9-12
✓ Behavioral Observation Checklist ✓ Kindergarten Social History/Screening ✓ Teacher Observation Log ✓ Attendance ✓ Disciplinary Referrals	✓ Behavioral Observation Checklist ✓ Teacher Observation Log ✓ Attendance ✓ Disciplinary Referrals ✓ An SEDH diagnostic tool will be implemented for grades 3 and 5, commencing in September 2017	✓ Behavioral Observation Checklist ✓ Teacher Observation Log ✓ Attendance ✓ Disciplinary Referrals ✓ An SEDH diagnostic tool will be implemented for grade 7, commencing in September 2017	✓ Behavioral Observation Checklist ✓ Teacher Observation Log ✓ Attendance ✓ Disciplinary Referrals ✓ An SEDH diagnostic tool will be implemented for grades 9, commencing in September 2017

Tier	Grades K-1	Grades 2-6	Grades 7-8	Grades 9-12
Tier 1: Provided by Classroom Teacher	✓ Positive reinforcement in classroom ✓ Clarity of and reinforcement of classroom expectations and rules ✓ Communication and Student/ Parent Conversations/ Conferences as needed ✓ Monitoring every 5 weeks with progress reports/report card	✓ Positive reinforcement in classroom ✓ Clarity of and reinforcement of classroom expectations and rules ✓ Communication and Student/ Parent Conversations/ Conferences as needed ✓ Monitoring every 5 weeks with progress reports/report card	✓ Positive reinforcement in classroom ✓ Clarity of and reinforcement of classroom expectations and rules ✓ Communication and Student/ Parent Conversations/ Conferences as needed ✓ Monitoring every 5 weeks with progress reports/report card	✓ Positive reinforcement in classroom ✓ Clarity of and reinforcement of classroom expectations and rules ✓ Communication and Student/ Parent Conversations/ Conferences as needed ✓ Monitoring every 5 weeks with progress reports/report card
Tier 2: Provided by classroom teacher or student support personnel	✓ Check-In/Check-out ✓ Student Weekly Monitoring Report ✓ Mentoring ✓ Guidance Counseling/Social Work- 1xweek	✓ Check-In/Check-out ✓ Student Weekly Monitoring Report ✓ Mentoring ✓ Guidance Counseling/Social Work- 1xweek	✓ Check-In/Check-out ✓ Student Weekly Monitoring Report ✓ Mentoring ✓ Guidance Counseling/Social Work- 1xweek	✓ Check-In/Check-out ✓ Student Weekly Monitoring Report ✓ Mentoring ✓ Guidance Counseling/Social Work 1xweek

Tier 3: Provided by student support personnel or outside agency provider	✓ Touch-base counseling support daily with guidance counselor or social worker ✓ Inter-agency supports: Kids Oneida, St; Luke's, House of Good Shepherd, Pinefield, Neighborhood Center Utica, S. Elizabeth's Hospital Child Mobile Assessment Team, Child Protective Services ✓ Parent or Guardian needs to meet with or have communication weekly regarding school-home connection and progress	✓ Counselor/Social Worker/Drug & Alcohol Counselor 3-5 times/week ✓ Inter-agency supports: Kids Oneida, St; Luke's, House of Good Shepherd, Pinefield, Neighborhood Center Utica, S. Elizabeth's Hospital Child Mobile Assessment Team, Child Protective Services ✓ Parent or Guardian needs to meet with or have communication weekly regarding school-home connection and progress from assigned counselor/case manager	✓ Counselor/Social Worker/Drug & Alcohol Counselor 3-5 times/week ✓ Inter-agency supports: Kids Oneida, St; Luke's, House of Good Shepherd, Pinefield, Neighborhood Center Utica, S. Elizabeth's Hospital Child Mobile Assessment Team, Probation, Child Protective Services ✓ Parent or Guardian needs to meet with or have communication weekly regarding school-home connection and progress from counselor/case manager	✓ Counselor/Social Worker/Drug & Alcohol Counselor 3-5 times/week ✓ Inter-agency supports: Kids Oneida, St; Luke's, House of Good Shepherd, Pinefield, Neighborhood Center Utica, S. Elizabeth's Hospital Child Mobile Assessment Team, Probation, Child Protective Services ✓ Parent or Guardian needs to meet with or have communication weekly regarding school-home connection and progress from counselor/case manager

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Providing AIS supports for Science 8-12 and Social Studies 9-12:

Due to scheduling difficulty at these levels, students who are receiving RtI in ELA will also be working on some of the literacy components that are holding students from success in the areas of science and social studies. There are RtI sections for science and social studies to support student success in passing the corresponding NYS Regents Examinations in these subject areas. In addition, teachers work with students in after school tutoring to re-teach major concepts and to provide content area CC literacy support. Subject area classroom teachers use differentiated practice and learning tools to provide targeted study for students in these subject areas to improve student achievement on Regents Examinations and for students to meet graduation requirements.

7. RtI Teacher Expectations

1. The RtI teacher will review the information on the student receiving RtI tiered support. The teacher will then do any additional diagnostic assessment or review of existing data to identify all areas of student weakness. The teacher will identify a trajectory of content and skills the student requires to gain proficiency status and document this. (Appendix # 8)
2. The teacher will open and maintain a student folder for each student receiving RtI instruction, noting daily strategies and content/skills worked on each day and including copies of student work for the day.
3. The teacher will monitor progress for students every other week in Tier 2, assessing and marking where the student is on the trajectory for improvement. The progress monitoring will be done weekly for students in Tier 3.
4. After using the intervention with fidelity for five weeks, if there is no student improvement, and the RtI teacher questions whether this program can improve student academic or social-emotional success, the RtI teacher will ask for the student to be put back on the agenda for the school's RtI Team.
5. The RtI teacher will be responsible for providing explicit information to the student and parent about his/her improvement on the learning goal trajectory at least every five weeks.
6. The RtI teacher will maintain a work communication log regarding strategies/resources that are used and working for student progress which will be sent to the classroom referring teacher (and other student teachers if appropriate) for consistency and reinforcement of what is working and producing student progress in reaching proficiencies. This same form will have a column for the classroom teacher(s) to send back communication the RtI teacher may need regarding classroom instruction or skills/strategies used in the general classroom. This communication is necessary for consistent and continuous student progress in order for everyone to be on the same page.
7. This communication log will be part of the RtI teacher's student portfolio/folder for each student. We want to move toward establishing this system in order for easy communication flow between the RtI and general classroom teachers. (Appendix # 9)

8. Parent Communication

1. The principal will send a Parent Notification Letter (Appendix# 7) notifying them of the RtI decision regarding services, what services are to be provided and the frequency, and specific expectations for student improvement. The same Parent Notification is required if a student is exiting RtI tiered support.
2. Parents must be offered the opportunity to meet with the general education teacher and/or RtI teacher each semester by regulation, and parents must receive communication via report card/progress reporting at least once every quarter.
3. Because MTSS is grounded in data-based decision making, the district and school should make every effort to ensure that parents understand what the data are, what they mean, and how they are used. The ultimate goal is to give parents the skills that they need to monitor their child's progress independently. Parents should be able to understand the current status and level of their child's academic performance, what goal or performance level is being sought, the level of progress necessary to reach the goal, and the student's rate of progress. Parents will better support and embrace interventions, regardless of their student's current performance, if they have the information to tell them that their child will reach appropriate goals at some point in the future.

9. Exit Criteria/Mastery of Skills Required for Discontinuation of RtI Supports

K-GR3	
English Language Arts	**Mathematics**
☐ At grade-level F&P	☐ 40PR STAR Math
☐ Tier I DIBELS	☐ Grade-level fluency expectations met
☐ 85% or higher classroom average for at least six weeks	☐ 85% or higher classroom average for at least six weeks
☐ 40PR STAR Reading	

GR4-GR8	
English Language Arts	Mathematics
☐ At grade-level F&P	☐ 40PR STAR Math
☐ 40PR STAR Reading	☐ Grade-level fluency expectations met
☐ 85% or higher classroom average for at least six weeks	☐ 85% or higher classroom average for at least six weeks
9-12	
English Language Arts	Mathematics
☐ 85% or higher classroom average for at least six weeks	☐ 85% or higher classroom average for at least six weeks

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10. APPENDIX

Appendix # 1 –RtI Cut Scores K-12 and NYSED 2016 Amendments

2016 AIS/RtI Proposed Amendment to Subdivision (ee) of Section 100.2 of the Regulations of the Commissioner of Education Relating to the Methodology by Which School Districts Shall Identify Students in Grades 3-8 Who Receive Academic Intervention Services

At its July 2016 meeting, the Board of Regents adopted amendments to subdivision (ee) of section 100.2 of the Commissioner's Regulations relating to the methodology by which school districts identify students in Grades 3 - 8 who receive academic intervention services (AIS).

Based upon discussions with school district superintendents, principals, AIS instructors, teachers trained in Response to Intervention, and other key stakeholders, the Board of Regents amended section 100.2 of the Commissioner's Regulations pertaining to the identification of students eligible for AIS in Grades 3 - 8 ELA and mathematics. The amendment includes the following:

- For the 2016-17 school year, districts shall identify students for AIS through a two-step process:
    - All students performing at or below a median cut point score between a level 2/partially proficient and a Level 3/proficient will be considered for AIS.
    - Upon identification of a student for consideration for AIS, districts shall then use a district-developed procedure, to be applied uniformly at each grade level, for determining which students shall receive AIS.
- Beginning with the 2017-18 school year, districts shall identify students for AIS through a two-step process:
    - All students performing at or below a cut score established through a standard setting process shall be considered for AIS. The standard setting process shall be conducted by a panel of educators led by the Department to recommend the level of performance for the Grades 3-8 ELA and mathematics assessments for which a student could be considered for AIS.
    - Upon identification of a student for consideration for AIS, districts shall then use a district-developed procedure, to be applied uniformly at each grade level, determining which students shall receive AIS.

Later this year, the Department will provide additional recommendations to the Board of Regents relating to AIS. The amendment to Section 100.2 will become effective as a permanent rule on Wednesday, July 27, 2016.

Appendix # 2

NY MILLS UNION FREE SCHOOL

RtI Members Present:

RtI Student Referral Meeting Data Analysis Form

Student Name:_____ Grade Level_____

Referring Teacher _____ Date_____

Academic	Social-Emotional/Behavioral
Content Knowledge: Reading Level? Writing? Vocabulary? Reading Fluency/Comprehension? Decoding? Math Numeracy?	Attendance/Tardiness: Excused/Illegal, Reasons, Number of Days Disciplinary Referrals: Classroom Behaviors/Student Motivation/Engagement:

Math Vocabulary? Math Fluency and Comprehension? Math Modeling/Application?	
Recommendations:	
2nd Meeting and Review Date for Intervention:	RtI Team Members Present:
Effectiveness/Improvement in Tiered Support (Identify resources and strategies being used):	
Next Steps:	

Appendix # 3

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NY MILLS UNION FREE SCHOOL

Teacher Response to Intervention Referral Form

Student Name_____ Grade Level_____

Referring Teacher_____ Date of Referral_____

Reasons for Referral: (circle one) Academic or Social Emotional Developmental Health

Content Area:

As the referring teacher, you need to have implemented at least three Tier I strategies during a 5-6 period (for ideas, see Appendix #5). You must include documented evidence of student academic progress or observational behaviors/interactions for each strategy tried. Please include copies of student work as evidence.

Academic Reason:

- Reading
- Writing
- Content Vocabulary
- Content Area Skills
- Content Area Assessment Scores

Social/Emotional Developmental Health Reason:

- Attendance
- Student Motivation/Engagement
- Interpersonal Relationships
- Behavior that Impedes Learning
- See Behavioral Matrix in Appendix

- Other_____

Week 1 Dates	Strategy(ies):	Notes:
Week 2 Dates	Strategy(ies):	Notes:
Week 3 Dates	Strategy(ies):	Notes:
Week 4 Dates	Strategy(ies):	Notes:

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Week 5 Dates	Strategy(ies):	Notes:
Week 6 Dates	Strategy(ies):	Notes:

When does this problem occur most often?

How many minutes of explicit instruction/support does this student receive in the area of concern daily?

You are expected to contact parents or guardians before submission of this referral. Please document below.

Date of Parental/Guardian Contact regarding referral to RtI Team_____

Appendix # 4

NY MILLS UNION FREE SCHOOL

Other Classroom Teacher's Input to Response to Intervention Referral

Student Name_____ Grade Level_____

Referring Teacher_____ Date of Referral_____

Reasons for Referral: (circle one) Academic or Social Emotional Developmental Health

Content Area:

The above student was referred to the RtI Team for possible supports. The referring teacher noted the following concern:

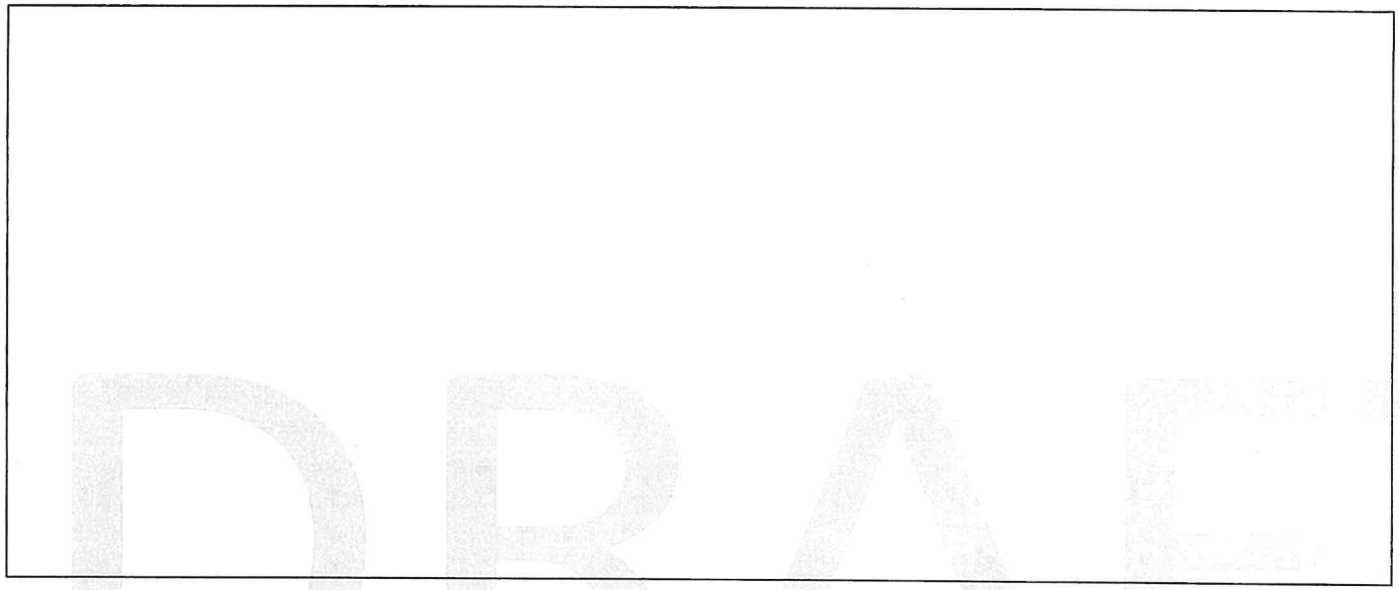
Academic Reason:

- Reading
- Writing
- Content Vocabulary
- Content Area Skills
- Content Area Assessment Scores
- Other

Social/Emotional Developmental Health Reason:

- Attendance
- Student Motivation/Engagement
- Interpersonal Relationships
- Behavior that Impedes Learning
- See and include Behavioral Matrix in Appendix

Please provide relevant input for the RtI Team regarding the student's academic or social/emotional development in your class in order for us to determine if the student is struggling in all classes.



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Appendix # 5

Tier 1 Intervention Ideas

- Seating student near teacher
- Seating near positive role model
- Standing near student when giving directions or presenting lessons
- Avoiding distracting stimuli (high traffic area, windows, heat systems)
- Increasing the distance between desks
- Giving extra time to complete tasks
- Simplifying complex directions
- Handing worksheets out one at a time
- Providing study skills training/learning strategies
- Providing student with an assignment notebook
- Check homework daily
- Setting short term goals for work organization
- Assigning volunteer homework buddy
- Pairing students to check work
- Writing key points on the board
- Providing visual aids
- Making sure directions are understood
- Having student review key points orally
- Teaching through multi-sensory modes
- Include a variety of activities in each lesson
- Allowing open book exams
- Giving take home tests
- Giving frequent short quizzes, not long exams
- Giving more objective items (fewer essay responses)
- Providing frequent, immediate, positive feedback

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- Increasing the immediacy of rewards
- Using "prudent" reprimands, avoiding lecturing
- Using nonverbal cues to stay on task
- Praising specific behaviors
- Allowing legitimate opportunity to move
- Giving extra rewards and privileges
- Implementing time-out procedures
- Allowing short breaks between assignments
- Allowing student to correct answers, not mistakes
- Ignoring minor inappropriate behaviors
- Supervising during transition time
- Provide reassurance and encouragement
- Speak softly in non-threatening manner if student is nervous
- Focus on student's talkents, strengths, and accomplishments
- Make time to talk alone with student
- Look for signs of stress build up, provide encouragement/reduced work load
- Compliment positive behavior and work
- Look for opportunity for student to display leadership role in class
- Send positive notes home
- Reinforce frequently when student is frustrated
- Use mild, consistent consequences
- Give student choices (do you want to do this problem first or this activity first?)
- Utilize mnemonic cues (e.g., songs, cartoons, rhymes, stories, images: for teaching math facts, vocabulary, or steps in a process)
- Build frequent opportunities for movement during instruction to address needs of students who are kinesthetic learners
- Circulate among students and observe and question as they are working
- Make eye contact with students before giving directions and have students repeat the directions (e.g. turn to a partner, individually)
- Provide clearly written directions and instructions in a step-by-step manner with illustrations and use a few words as possible
- Write instructions on the board as well as say them aloud
- Use reading partners and skilled peer or adult mentors to provide academic support
- Provide varied texts or supplementary materials at different levels of reading difficulty
- Use multiple and flexible grouping opportunities for students (e.g., teams, partners, whole group, independent, by interest, by learning style, teacher-assigned, self-selected)

- Divide instruction into shortened segments and provide feedback to students before moving to the next segment
- Break assignments into smaller chunks to give students opportunities to respond frequently
- Integrate cooperative experiences into instruction
- Use direct, systematic instruction for students who show areas of concern
- Use technological tools or computer software to allow students to access content in multiple ways
- Use multi-sensory techniques to present information
- Use visuals, charts, and models for concept reinforcement
- Use graphic organizers to focus attention on key elements, concepts, or ideas
- Provide practice opportunities using multiple modalities
- Provide opportunities for students to respond in a variety of ways (e.g., questions, dry-erase boards, thumbs-up, partner share, graphic organizers)
- Offer materials, tasks, and learning options at varied levels of difficulty
- Use frequent monitoring to assess the progress and non-progress made by students so instruction can be adjusted in a timely manner
- Explain clearly each academic task and the specific criteria needed to successfully complete the task
- Monitor student understanding continuously so misunderstandings can be clarified and corrected immediately
- Reinforce memorization of steps using repetition in a variety of contexts where memory is required (e.g., oral, written, act it out)
- Work collaboratively on tasks with a student and gradually withdraw the support
- Anchor new knowledge to previously learned knowledge
- Provide a master set of notes, when notetaking is required, to improve student's notes
- Integrate learning into a game-show format
- Create and provide students an easy-to-follow visual that specified problem-solving steps in a clear manner that students may reference as needed
- Display poster-size versions of problem-solving steps in the classroom, refer to the posters often, and encourage students to follow the steps
- Design a signal on the desk (e.g., brightly colored index card folder like a tent)
- Review and practice previously taught materials frequently
- Present new concepts using a logical instructional sequence that maximizes the likelihood a skill will be learned (e.g., model, guided practice, independent practice)
- Integrate real-life experiences into instruction
- Use storytelling, theatrics, and props to capture and focus the attention of students as a new concept is introduced
- Activate prior student knowledge by promoting a discussion that enables a student to make connections to learned information/experiences prior to the introduction of a lesson

- Employ auditory signals to attract and maintain focus of students (e.g., play chimes, ring a bell, use a clap patter, play music)
- Use visual signals to attract and maintain focus of students (e.g., illustrations, raised hand, overhead timer)
- Use a laser pointer, stick pointer, highlighter tape, or colored pens to focus on key information in the text
- Allow students to readjust seating if they are not positioned where they can see the board or media screen
- Present instruction at a lively pace using humor
- Use an egg timer or an hourglass timer as a guide to complete tasks
- Have students record notes or make illustrations of key points during instruction
- Use illustrations, diagrams, demonstrations, charts, and manipulatives to present instruction
- Illustrate key points, no matter the level of artistic ability, to focus attention and increase comprehension of concepts to be learned
- Incorporate names of student when telling stories or presenting problems to capture student attention
- Make use of color in gaining attention of students (e.g., colored dry-erase pens on dry-erase boards, colored highlighting tape, colored post-it notes)
- Have earphones/earplugs available for students who have auditory distractibility
- Seat reluctant students close to students who remain focused throughout instruction
- Stop often to summarize key elements in a lesson
- Invite students to use their own words to summarize key points in a lesson to a partner
- Allow students opportunities to move about the room during instruction when appropriate
- Alternate between passive and active instructional activities
- Pause during instruction to ask questions and check students' levels of understanding or any misunderstandings or content
- Use Think-Pair-Share to give each student an opportunity to think prior to forming a response and to allow each student an opportunity to share ideas

Instruction Outcome-Based Strategies

- Academic Tier 1: Universal

To communicate clearly with students:

- ☐ Post a daily classroom schedule. Preview the schedule with students and highlight academic and behavioral expectations for each activity. Leave the schedule up through the entire day.
- ☐ Speak in a clear voice that all students can hear easily ('strong teacher instructional signal'). Be sure that all students can see the board or projection screen without difficulty.
- ☐ Make eye contact with the student before giving directions. Have the student repeat directions back to you before beginning

assignment.

- ☐ Use simple, clear language when communicating with the child.
- ☐ Keep instructions brief. Break multi-step directions into smaller subsets-and have the student complete one subset before advancing to another.
- ☐ Write assignments or complex directions on the board in addition to saying them.
- ☐ Use mnemonic cues (ie. Songs, cartoons, rhymes, stories, images for teaching facts, vocabulary or steps in process)
- ☐ Use laser pointer, stick pointer, highlighter tape, colored pens, etc. to focus on key information (while modeling on white board).

To ensure student understanding of newly introduced academic material:

- ☐ Structure lessons so that they contain no more than one-quarter new material. (Students are most successful when they can 'anchor' new concepts to known information.)
- ☐ Match student's level of instruction to ability level to guarantee him or her high rate of success (80% or greater).
- ☐ Use a 'think-aloud' approach: Talk through the steps of a problem-solving strategy as you teach it so that students can understand and
- ☐ internalize those steps. Then have them use the same 'think-aloud' approach as they work through the strategy, so that you can observe them and offer feedback.
- ☐ Give the student your master notes as a guide for improving or expanding his or her own notes. Or at the end of each class period, have the student compare his or her notes for thoroughness and accuracy against those of a classmate who takes thorough notes.
- ☐ Model all processes and procedures; utilize the "I do, we do, you do" release of learning to student level.
- ☐ Adjust and extend time as needed.
- ☐ Use technical tools and computers software to motivate, inform and provide multiple ways for students to demonstrate learning.
- ☐ Provide practice through differing and matched learning modalities of the students.
- ☐ Monitor continuous progress and work completion, providing positive and explicit feedback for increased student understanding of material.
- ☐ Use diagrams, charts, graphic organizers, manipulatives, demonstrations.
- ☐ Anchor new knowledge to prior knowledge.
- ☐ Pause during instruction to pose questions and check for understanding.
- ☐ Vary work between passive and active engagement.
- ☐ Invite students to summarize information, to apply information, problem-solve, etc.

To promote student attention and motivation in group instruction:

- ☐ Seat the student at the front of the room, so that you face him or her as you teach (the teaching 'action zone')

- ☐ Use alerting cues to get the class's attention before giving a directive or assignment.
- ☐ Integrate learning into game-like tasks that allow students to win praise, points, privileges, or rewards; promote friendly competition between student teams; or use puzzles, riddles, or other novel vehicles to kindle student interest.
- ☐ Present instructional material in short sessions at a brisk pace.
- ☐ Require that students engage in some type of active responding to teacher instruction (e.g., students respond to teacher question in unison; students write down their response and then the teacher calls randomly on one student to share his or her answer; students break into small groups and use cooperative-learning strategies to solve a problem).
- ☐ Use Kagan structures for classbuilding, teambuilding and instructional collaboration with flexible groupings to provide frequent student movement and opportunity during instruction to address needs of students who are kinesthetic and oral learners.
- ☐ Circulate around the room and observe what students are working on.
- ☐ Use prompts, theatrics, storytelling, and real-life experiences to focus student attention.
- ☐ Be prepared for class; no instructional lag time.
- ☐ Deliver instruction in lively, energetic format and pace.
- ☐ Make use of color- at least three colors on posters/charts.

To increase the student's persistence with independent academic tasks:

- ☐ Decrease assignment length (e.g., reduce number of items, shorten the required length of an essay)
- ☐ Break assignment into smaller, more manageable 'chunks'. Acknowledge, praise, or reward student for completion of each chunk.
- ☐ Explicitly recognize, praise, and reward the effort that a student puts into an assignment-no matter how imperfect the outcome. Students can become more motivated as they learn that effort (a factor is entirely within their control) can actually pay off!
- ☐ Have student monitor and chart own work completion as a motivation-builder.
- ☐ Provide the student with a copy of reading material (e.g., expository article) with main ideas already highlighted.
- ☐ Post a range of modest classroom 'work accommodations' that any student in the room can take advantage of (e.g., moving to a different part of the classroom to work; choosing which of several in-class assignments to do first; using a tape recorder to dictate the first draft of an essay, etc.). Encourage students to choose those accommodations that help them to work most productively.
- ☐ Use timer to guide completion of tasks.
- ☐ Have earphones or way for students who have auditory distractibility to focus and work.

To ensure that students who need help with independent classwork get it promptly:

- ☐ Create easy-to-follow 'strategy' sheet that lays out academic problem-solving steps in a clear manner for student to refer to as needed. Give copies of this model to each student, and mount poster-size versions on classroom walls.
- ☐ Teach students acceptable, unobtrusive ways to get academic assistance from peers.

- ☐ Put together 'help-signal' program: when a student gets 'stuck' on seatwork, he or she displays help-signal (e.g., brightly colored index card) on desk, switches to other work until teacher is freed up to approach and provide assistance.
- ☐ Train classmates (or even older students from another classroom) to serve as floating 'peer-tutors' during seatwork, circulating around classroom to help students in difficulty.
- ☐ Provide explicit and targeted frequent feedback to students.

To promote student retention of information that you have taught:

- ☐ Review previously taught material frequently ('distributed review & drill'). Come up with high-interest learning activities that allow the student to practice skills without drudgery.
- ☐ Train the student to 'help out' as a tutor in younger classrooms. The tutor can help children on academic material that the tutor has already mastered but should continue to practice (e.g., multiplication skills)
- ☐ Create reading and skill collaborative partnerships to add to provide academic support.
- ☐ Differentiate instruction by using all levels of Bloom's Taxonomy to ask questions and plan learning practice and activities; differentiate complexity of text materials and length of assignments to meet needs of students.

- Behavioral Strategies:
  - ☐ Establish a positive, predictable climate in the classroom.
  - ☐ Establish and clearly communicate routines (entering room, handing in homework, working in groups or partners, working independently, etc.).
  - ☐ Clearly articulate classroom expectations and rules.
  - ☐ Develop positive relationships with students, greet all students at the door.
  - ☐ Use positive feedback and motivational talk.
  - ☐ Teach social skills lessons and reinforce social behaviors through role play.
  - ☐ Devise smooth flow of classroom, and do not be afraid to make changes to the layout- desk arrangement, etc.
  - ☐ Make materials quickly and easily accessible to students.
  - ☐ Move around the room during instruction; maintain visibility and supervision.
  - ☐ Reduce/eliminate down time.
  - ☐ Eliminate disruptions.
  - ☐ Play soft music in the background (without words).
  - ☐ Post and adhere to weekly schedules.
  - ☐ Use daily warm-ups/ do-it-nows to focus and ready students for instruction.
  - ☐ Provide transition and processing of information time.

- ☐ Use varied voice intonation.
- ☐ Provide incentives and reinforcers.
- ☐ Deal with misbehavior promptly, fairly, consistently, equitably and not in an embarrassing environment or manner.
- ☐ Do not engage in a power struggle because you will lose in front of student peers.
- ☐ Allow and encourage students to ask questions to increase understanding and clear up any misconceptions in learning.
- ☐ Repeat directions if needed; even stop instruction and go back if you see several students struggling with the same thing.
- ☐ Encourage students to share information and process information through regular and intermittent discourse (roughly at least once during a 10-15-minute period of time).
- ☐ Establish relationships with parents and communicate with them regularly.

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Appendix # 6

New York Mills Union Free School District
1 Marauder Drive
New York Mills, New York 13417
1-315-768-8127

RtI Meeting Parent Notification Letter

Date

Dear Parent/Guardian,

Student_____

Your son/daughter has been recommended for additional support in order for him/her to meet grade level proficiency expectations. Under New York State Education Department regulation, all schools must identify students who need targeted support to meet all grade level proficiencies and be on-track for graduation. The district has a Response to Intervention Plan posted on our website which details supports available to help students.

Based on review of your student's New York State 3-8 Assessments in English language arts and mathematics, Regents Exams if taken, report card grades, progress reports and student work/ progress in his/her current classes, and/or disciplinary referrals, classroom behaviors or social-emotional observation, the Response to Intervention Team will be meeting to review data and to establish an intervention plan to support and accelerate your student's academic or behavioral/social-emotional success in school. The scheduled data and time is _____.

We invite you to the meeting and to work with us as we know that it is critical for us to work as a unified support team, and you know your child best. Please contact the RtI Team Facilitator_____ by calling _____ to confirm your attendance at the meeting.

Thank you for working with us to improve your son's/daughter's success at New York Mills Union Free School and to help prepare him/her for college/career readiness.

Sincerely,

Principal

DRAFT

Appendix # 7

New York Mills Union Free School District
1 Marauder Drive
New York Mills, New York 13417
1-315-768-8127

Parent Notification Letter of RtI Supports

DRAFT

Date

Dear Parent or Guardian of _____,

Under New York State Department of Education regulation, the district must provide a multi-tiered, problem-solving approach to identify students who are struggling in academic and/or behavioral areas to provide them with targeted supports in order for them to meet all graduation requirements and to be college and career ready. Consequently, all students who are at risk of meeting proficiency levels on New York State 7-8 English language arts and mathematics assessments or New York Sates Regents Assessments in Comprehensive English Language Arts, Global and World History, United States History, Algebra, Living Environment or other Regents in Geometry, Trigonometry, Earth Science, Chemistry or Physics are to receive additional support under our district Response to Intervention Plan. Additionally, the Response to Intervention supports extend to the social-emotional developmental health needs of students. Therefore, the Response to Intervention Team met on _____ date.

Student Performance Data reviewed:

Identified Areas of Support to improve academic success: _____(academic subject area(s), behavioral areas)

Intervention Level of Tiered Support: (check one) Level 1 ____ Level 2_____ Level 3 _____

Intervention/Materials to be Used:

Strategies to be used:

Frequency of RtI support:

Intervention Specialist:

Service Start Date:

You will receive progress reports every five weeks, so you and your son/daughter know improvements are being made. If you have any questions regarding this support, please feel free to contact me at _____or your son/daughter's student support counselor at _____.

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I truly believe if we work as a team, we can improve your son's/daughter's academic success. Thank you in advance for working with us.

Sincerely,

Principal

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Appendix # 8

NY MILLS UNION FREE SCHOOL

Rtl Teacher Communication Log

Student_____

Skill Trajectory for Student to reach Grade Level Proficiency:

-

Date	Skill(s) Worked On	Evidence of Growth/Achievement

Appendix # 9

RtI Teacher Communication Log with Referring/Student's Teachers

Student:_____

Date:_____

I have been working with the above student on _____. Please make any suggestions for me to tie in this skill work within your discipline.

Comments:

Date:_____

I have been working with the above student on _____. Please make any suggestions for me to tie in this skill work within your discipline.

Comments:

Date:_____

I have been working with the above student on _____. Please make any suggestions for me to tie in this skill work within your discipline.

Comments:

Appendix # 10

Behavioral Matrix

Behavior exhibited	Date behavior occurred																	
Avoidance																		
refuses work																		
stays on iPad																		
walks out of class																		
wandering in classroom																		
lays on floor																		
hides in corner																		
refuses to come to class																		
Disruptive																		
interrupts teacher																		
interrupts other students																		
makes random noises																		
Disrespectful																		

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calls others names																		
inappropriate comments																		
wears hat/ hood																		
keeps earbuds in																		
Aggression																		
instigates fights																		
threatens verbally																		
threatens physically																		

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Appendix #11 RtI Cut Scores for K-12

KINDERGARTEN

STAR Early Literacy *	Fall (September)	Winter (January)	Spring (May)
Tier III	437	500	574
Tier II	496	568	644
Tier I (grade level)	530	608	685
Enrichment	587	670	744

F&P Instructional Levels	Fall (September)	Winter (January)	Spring (May)
Tier III	n/a	Below A	Below C
Tier II	n/a	A	C
Tier I (grade level)	n/a	B	D/E
Enrichment	n/a	C+	E+

DIBELS Letter-Naming Fluency	September **	January	May
Tier III	0-5	0-26	0-41
Tier II	6-10	27-33	42-46
Tier I	11+	34+	47+

DIBELS Phoneme Segmentation Fluency	September	January	May
Tier III	n/a	0-27	n/a
Tier II	n/a	27-33	n/a
Tier I	n/a	33+	n/a

Quantity Discrimination	September	January	May
Tier II	8	8	12
Tier I	15	20	23
Enrichment	22	32	34

Missing Number	September	January	May
Tier II	0	3	7
Tier I	3	10	14
Enrichment	7	17	21

Number Identification	September	January	May
Tier II	0	27	38
Tier I	14	45	56
Enrichment	28	63	74

Addition/Subtraction within 5 (1 MIN)	September	January	May
Tier II			
Tier I			
Enrichment			

FIRST

STAR Early Literacy	Fall (September)	Winter (January)	Spring (May)
Tier III	558	628	696
Tier II	606	678	742
Tier I (grade level)	651	720	776
Enrichment	720	774	815

F&P Instructional Levels	Fall (September)	Winter (January)	Spring (May)
Tier III	Below C	Below E	Below I
Tier II	C	E	I
Tier I (grade level)	D/E	F	J/K
Enrichment	E+	G+	K+

DIBELS	Fall (September)	Winter (January)	Spring (May)
Tier III			
Tier II			
Tier I (grade level)			

Quantity Discrimination	September	January	May
Tier II			
Tier I			
Enrichment			

Missing Number	September	January	May
Tier II			
Tier I			
Enrichment			

Number Identification	September	January	May
Tier II			
Tier I			
Enrichment			

Addition/Subtraction within 10 (2 MIN)	September	January	May
Tier II			
Tier I			
Enrichment			

SECOND	**STAR Reading**	Fall (September)	Winter (January)	Spring (May)
	Tier III (<10PR)	25	628	696
	Tier II (<25PR)	606	678	742
	Tier I (<40PR)	651	720	776
	Enrichment (75PR)	720	774	815
	F&P Instructional Levels	Fall (September)	Winter (January)	Spring (May)
	Tier III	Below I	Below J	Below L
	Tier II	I	J	L
	Tier I (grade level)	J/K	K	M/N
	Enrichment	K+	L+	N+
	DIBELS	Fall (September)	Winter (January)	Spring (May)
	Tier III			
	Tier II			
	Tier I (grade level)			
	STAR Math	Fall (September)	Winter (January)	Spring (May)
	Tier III (<10PR)	87	107	164
	Tier II (<25PR)	126	183	239
	Tier I (<40PR)	189	239	291
	Enrichment (75PR)	322	370	427
	Math Fluencies	Fall (September)	Winter (January)	Spring (May)
	Tier III			
	Tier II			
	Tier I			
THIRD	**STAR Reading**	Fall (September)	Winter (January)	Spring (May)
	Tier III (<10PR)	177	215	255
	Tier II (<25PR)	259	294	334
	Tier I (<40PR)	319	357	
	Enrichment (75PR)	461	500	547
	F&P Instructional Levels	Fall (September)	Winter (January)	Spring (May)
	Tier III	Below L	Below M	Below O
	Tier II	L	M	O
	Tier I (grade level)	M	N	N
	Enrichment	N+	O+	P+
	DIBELS			
	Tier III			

	Tier II			
	Tier I (grade level)			
	STAR Math	Fall (September)	Winter (January)	Spring (May)
	Tier III (<10PR)	177	215	255
	Tier II (<25PR)	259	294	334
	Tier I (<40PR)	319	357	436
	Enrichment (75PR)	461	500	547

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FOURTH	**STAR Reading**	Fall (September)	Winter (January)	Spring (May)
	Tier III (<10PR)	265	287	318
	Tier II (<25PR)	350	375	406
	Tier I (<40PR)	415	449	476
	Enrichment (75PR)	568	612	659
	F&P Instructional Levels	Fall (September)	Winter (January)	Spring (May)
	Tier III	Below O	Below P	Below R
	Tier II	O	P	R
	Tier I (grade level)	P	Q	S
	Enrichment	Q+	R+	T+
	STAR Math	Fall (September)	Winter (January)	Spring (May)
	Tier III (<10PR)	265	287	318
	Tier II (<25PR)	350	375	406
	Tier I (<40PR)	415	449	476
	Enrichment (75PR)	568	612	659
	Math Fluencies	Fall (September)	Winter (January)	Spring (May)
	Tier III			
	Tier II			
	Tier I (grade level)			
	Enrichment			
FIFTH	**STAR Reading**	Fall (September)	Winter (January)	Spring (May)
	Tier III (<10PR)	337	363	386
	Tier II (<25PR)	444	465	492
	Tier I (<40PR)	514	544	573
	Enrichment (75PR)	560	779	846
	F&P Instructional Levels	Fall (September)	Winter (January)	Spring (May)
	Tier III	Below R	Below S	Below U
	Tier II	R	S	U
	Tier I (grade level)	S	T	V
	Enrichment	T+	U+	W+
	STAR Math	Fall (September)	Winter (January)	Spring (May)
	Tier III (<10PR)	337	363	386
	Tier II (<25PR)	444	465	492
	Tier I (<40PR)	514	544	573
	Enrichment (75PR)	707	779	846
	Math Fluencies	Fall (September)	Winter (January)	Spring (May)

	Tier III			
	Tier II			
	Tier I (grade level)			
	Enrichment			

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SIXTH	**STAR Reading**	Fall (September)	Winter (January)	Spring (May)
	Tier III (<10PR)	414	439	459
	Tier II (<25PR)	525	554	578
	Tier I (<40PR)	614	647	684
	Enrichment (75PR)	897	939	997
	F&P Instructional Levels	Fall (September)	Winter (January)	Spring (May)
	Tier III	Below U	Below V	Below X
	Tier II	U	V	X
	Tier I (grade level)	V/W	W	Y
	Enrichment	W+	X+	Z
	STAR Math	Fall (September)	Winter (January)	Spring (May)
	Tier III (<10PR)	414	439	459
	Tier II (<25PR)	525	554	578
	Tier I (<40PR)	614	647	684
	Enrichment (75PR)	897	939	997
	Math Fluencies	Fall (September)	Winter (January)	Spring (May)
	Tier III			
	Tier II			
	Tier I (grade level)			
	Enrichment			
SEVENTH	**STAR Reading**	Fall (September)	Winter (January)	Spring (May)
	Tier III (<10PR)	464	474	497
	Tier II (<25PR)	585	611	638
	Tier I (<40PR)	696	736	790
	Enrichment (75PR)	1026	1103	1175
	F&P Instructional Levels	Fall (September)	Winter (January)	Spring (May)
	Tier III	Below X	Below X	Below Y
	Tier II	X	X	Y
	Tier I (grade level)	Y	Y	Z
	Enrichment	Z	Z	Z+
	STAR Math	Fall (September)	Winter (January)	Spring (May)
	Tier III (<10PR)	464	474	497
	Tier II (<25PR)	585	611	638
	Tier I (<40PR)	696	736	790
	Enrichment (75PR)	1026	1103	1175
	Math Fluencies	Fall (September)	Winter (January)	Spring (May)

	Tier III			
	Tier II			
	Tier I (grade level)			
	Enrichment			

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EIGHTH				
	STAR Reading	Fall (September)	Winter (January)	Spring (May)
	Tier III (<10PR)	517	536	557
	Tier II (<25PR)	665	696	729
	Tier I (<40PR)	830	865	899
	Enrichment (75PR)	1202	1241	1288
	F&P Instructional Levels	Fall (September)	Winter (January)	Spring (May)
	Tier III	Below Y	Below Y	Below Y
	Tier II	Y	Y	Y
	Tier I (grade level)	Z	Z	Z
	Enrichment	Z+	Z+	Z+
	STAR Math	Fall (September)	Winter (January)	Spring (May)
	Tier III (<10PR)	517	536	557
	Tier II (<25PR)	665	696	729
	Tier I (<40PR)	830	865	899
	Enrichment (75PR)	1202	1241	1288
	Math Fluencies	Fall (September)	Winter (January)	Spring (May)
	Tier III			
	Tier II			
	Tier I (grade level)			
	Enrichment			